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A History of Greece. By PHILIP VAN NESS MYERS. Ginn & Co., 1895. Pp. xiii + 577.

THIS latest text-book of Dr. Myers must not be confounded with his earlier *Eastern Nations and Greece*, for, consisting of nearly three times as many pages and designed for more mature readers, it is practically a new book. Besides the clear and interesting presentation which is a feature of all of this author's text-books, this possesses certain new excellences, noteworthy among which are the brief parallel readings at the end of each chapter, and at the end of the book the bibliography of the most important and easily obtained works in English on Greek history classified by periods and subjects. The parallel readings have added value in that the references are to page as well as to author. The work is generously illustrated and well furnished with maps and battle plans. To its preparation the author has brought careful study of the authorities, and has given due attention to the new light shed by recent archæological discoveries and by the lately discovered treatise on the Athenian constitution, probably correctly ascribed to Aristotle. The selection of material and the allotment of space to the different subjects have been judicious, and not the least valuable portion of the book is the eighty pages devoted to Greek Art, Culture, and Social Life.

For college students and advanced classes in high schools and academies this will be a useful book.

W. J. CHASE

THE MORGAN PARK ACADEMY

An Inductive Manual of the Straight Line and the Circle. By WILLIAM J. MEYERS, Professor of Mathematics, State Agricultural College of Colorado. William J. Meyers, Publisher, Fort Collins, Colo., 1896, 113+xvi pages. 50 cents.

THIS little book is an honest attempt of a good teacher to follow Comte's admonition to treat elementary geometry inductively as a natural science. The student beginning Euclidean geometry is usually told that every well-balanced mind accepts certain axioms and postulates without proof, and has well-defined concepts of the attributes of space. Does the student or the teacher generally recognize the fact that these foundation stones of deductive geometry owe their discovery and credibility to observation and induction? This book leads the student to "learn by doing," and to rediscover elementary geo-